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Contextualizing Information Literacy: Why “Why” Makes All the Difference

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CONTEXTUALIZING INFORMATION LITERACY: WHY “WHY” MAKES ALL THE DIFFERENCE

Dr. Wendy Doucette, East Tennessee State University

HOW TO COMPLETELY
MIS-USE THE FRAMES FOR
YOU AND YOUR STUDENTS:
A TALE OF GOOD
INTENTIONS GONE WRONG

CONFERENCE TALK

This presentation addresses

- ❖ personalizing information literacy for increased real-life relevance and retention;
- ❖ practical advice for teaching information literacy skills of immediate use to students; and
- ❖ providing students with clear context concerning issues such as copyright and plagiarism

REAL TALK

Andragogy vs Pedagogy

Empathy

Utility vs Ornamentation

GRADUATE WORKSHOPS

Time and project management,
academic searching, citation formatting,
social media, understanding data,
academic publication and presentations,
infographics, medical searching, and...

“How Academic Research Works”

How Academic Research Works (1 hour)

Although all graduate students will enroll in methodology courses, few of these are required in the first semester(s), when students know least about how scholarly research “works.” Based on the new ACRL (Association of College and Research Libraries) Information Literacy Framework, this presentation gives a high-level overview of the scholarly research process. Unlike the former ACRL Information Literacy Standards, which were a neat, artificial assessment rubric, the framework presents six big, interrelated concepts:

[Authority Is Constructed and Contextual](#)

[Information Creation as a Process](#)

[Information Has Value](#)

[Research as Inquiry](#)

[Scholarship as Conversation](#)

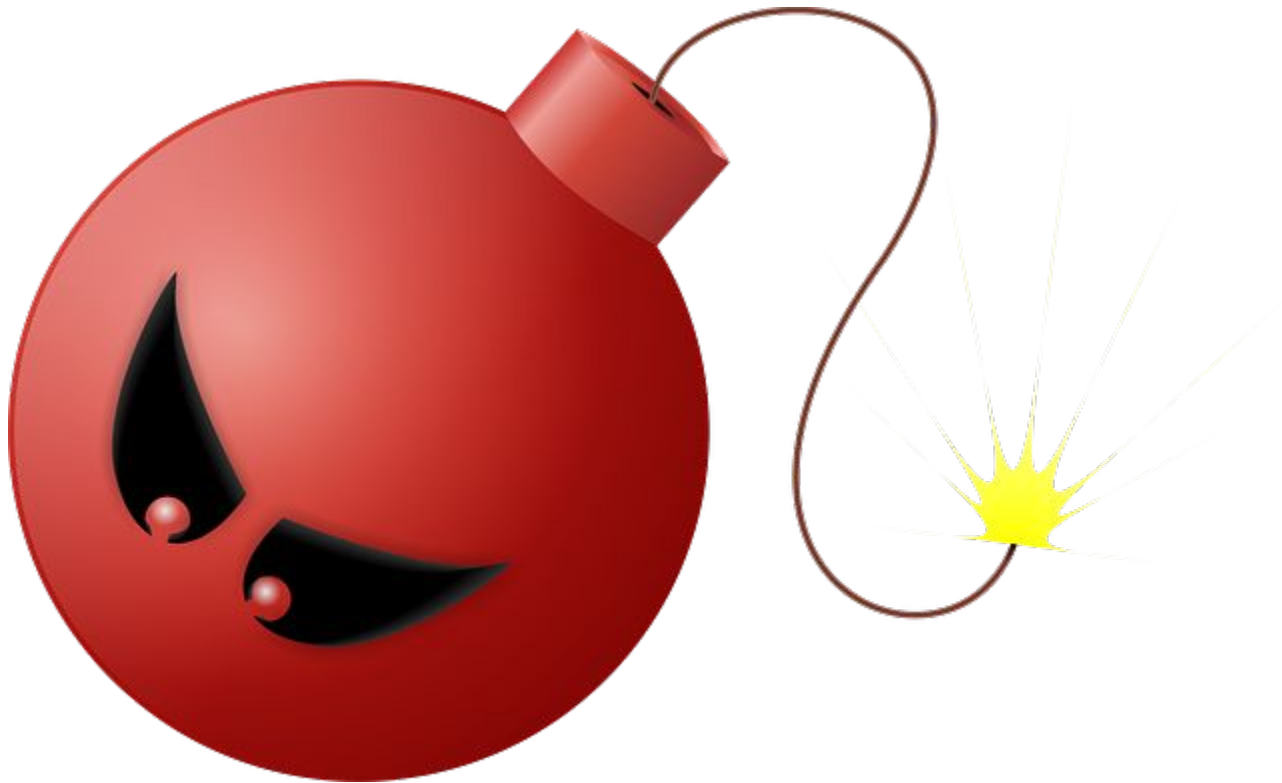
[Searching as Strategic Exploration](#)

Topics discussed:

- Membership in the academic community
- Scholarly dialogue
- Authority and peer review
- Ownership, copyright, and plagiarism
- Research not as a straight line but as a directed act of creation
- Scholarly publishing opportunities

Audience: Anyone working at the graduate level and above.

THE F-BOMB?



ACRL INFORMATION LITERACY FRAMEWORK

6 FRAMES TO MIX AND MATCH

Authority is constructed and contextual.

Information creation as a process.

Information has value.

Research as inquiry.

Scholarship as conversation.

Searching as strategic exploration.

IT'S ALL ABOUT METALITERACY

metaliteracy / 360 literacy / whole-person literacy

“Threshold or foundational concepts ... once grasped by the learner, create new perspectives and ways of understanding a discipline or knowledge domain.”

“Knowledge practices are the proficiencies or abilities that learners develop as a result of their comprehending a threshold concept.”

Research as inquiry.

“Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.”

“Experts recognize the collaborative effort within a discipline to extend the knowledge in that field. Many times, this process includes points of disagreement where debate and dialogue work to deepen the conversations around knowledge. This process of inquiry extends beyond the academic world to the community at large...”

- Maintain an open mind and a critical stance
- Consider research as open-ended exploration and engagement with information
- Value intellectual curiosity in developing questions and learning new investigative methods
- Value persistence, adaptability, and flexibility
- Recognize that ambiguity can benefit the research process
- Seek multiple and divergent perspectives during information gathering and assessment

Ownership and Copyright

Open source/open access/public domain

“Information wants to be free.”

Kittens or beer?

Everything else:

Intellectual property

Published academic articles

“Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.”

“Experts understand that value may be wielded by powerful interests in ways that marginalize certain voices. However, value may be leveraged by individuals and organizations to effect change and may be leveraged for civic, economic, social, or personal gains. Experts also understand the individual is responsible for making deliberate and informed choices about when to comply with and when to contest current legal and socioeconomic practices concerning the value of information.”

SCHOLARLY PUBLISHING OPPORTUNITIES

Information creation as IS a process.

“Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.”

“Experts recognize that information creations are valued differently in different contexts, such as academia or the workplace. Elements that affect or reflect on the creation, such as a pre- or post-publication editing or reviewing process, may be indicators of **quality**.”

“Graduate students require the same base knowledge of information literacy as undergraduates, but are less likely to receive in-class instruction. Rather than considering them as external, theoretical signposts or goals, this presentation will discuss the value of situating the ACRL Information Literacy Standards and Framework into the real-life graduate student experience. Explaining what it means to have membership in the academic community leads directly to a deeper understanding of scholarly dialogue, authority and peer review. This grounding leads to an understanding of ownership, copyright, and plagiarism. This high-level overview of the scholarly research process allows students to comprehend their own place in the process, and the function of various types of academic papers. The parts and styles of research papers are situated within the larger realm of scholarly publishing expectations and opportunities. Students are then able to apply these concepts to view themselves as academic creators, with all the rights, responsibilities, and expectations of working members of the academic community.”

Presenting the ACRL Information Literacy Standards and Framework in real-life context and terms creates an immediate increase in student engagement. Understanding where they belong in the academic community allows students to apply these concepts to view themselves as academic creators, with all the rights, responsibilities, and expectations of working scholars.

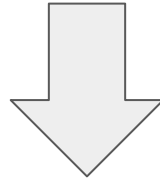
WHAT I LEARNED

KNOW YOUR AUDIENCE

Pedagogy
vs
Andragogy

RESPECT YOUR AUDIENCE

Empathy



Respect

PROMOTE YOUR OWN VALUE

Utility

vs

Ornamentation

BE WHAT YOU ARE

The lit review conundrum

“How Academic Research Works”

How Academic Research Works (1 hour)

Although all graduate students will enroll in methodology courses, few of these are required in the first semester(s), when students know least about how scholarly research “works.” Based on the new ACRL (Association of College and Research Libraries) Information Literacy Framework, this presentation gives a high-level overview of the scholarly research process. Unlike the former ACRL Information Literacy Standards, which were a neat, artificial assessment rubric, the framework presents six big, interrelated concepts:

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Audience: Anyone working at the graduate level and above.

“How Academic Research Works...”

How Academic Research Works (including Literature Review!)

9:00-9:45AM

Instructor: Dr. Wendy Doucette

Especially for new graduate students, this presentation gives a high-level overview of the scholarly research process and the different types of academic papers.

Topics discussed: membership in the academic community; scholarly dialogue; authority and peer review; ownership, copyright, and plagiarism; explanation of the main parts of research papers, including literature review; scholarly publishing opportunities



Want to talk more? Mail me!
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*Thanks for listening!
Let's go spread some
knowledge in context!*

IMAGES

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